SACRED HEART

CATHOLIC VOLUNTARY ACADEMY

LIVE LEARN LOVE

LEARNING AND TEACHING POLICY

APPROVED BY

THE GOVERNING BODY

APRIL 2018 – APRIL 2020

Introduction

Learning and teaching are the key functions of our School. We work towards the aims of the School through providing high quality learning experiences within all we do; in the discreet and hidden curriculum, in the School environment and the interactions between all members of the School community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that just happens in a classroom.

We believe that:

1. Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress;
2. Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future;
3. High quality teaching and learning experiences support children to be able to lead happy and rewarding lives, now and in the future;
4. High expectations of learning behaviours are evident through explicit teacher modelling.

Aims
a) General

To ensure all staff, children, parents/carers and Governors are aware of the aims for Learning and Teaching at Sacred Heart and that these are consistently applied in order to:

- Promote high quality teaching and learning across the school;
- Raise standards by ensuring consistency and continuity of teaching and learning;
- Ensure all children are included, motivated and engaged by their learning;
- Promote high quality learning experiences that focus on the development of skills, knowledge and understanding;
- Promote the idea of lifelong learning for all members of the School community: children, parents/carers, staff and Governors.

School Staff

To support the aims of the school through:

- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards their full potential;
- Providing a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children;
- Addressing issues of entitlement to ensure equality of opportunity for all children;
- Rewarding children for all the good things they do both in School and in the wider community;
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others;
- Providing the skills which encourage children to become confident, independent learners;
- Promoting resilience so that children are equipped able to be able to persevere when they encounter challenges.

Children

To support the aims of the school through:
- Promoting positive relationships between all members of the school community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- Attending school regularly with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn;
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts;
- Persevering with their learning and knowing that when they find it difficult they can ask for help;
- Taking pride in their work, always trying their best and aiming to improve all the time.

Parents and Carers

To support the aims of the School through:
- Promoting positive relationships between all members of the School community including; children and children, children and staff, children and their parents/carers and staff and parents/carers;
- To be understanding and supportive of our aims in learning and teaching
- To attend and contribute to Teacher Consultation Meetings;
- To support their children with their homework activities including reading and helping their children improve skills in memory needed for learning through practising a concept, memorising a text or knowing the multiplication tables;
- To praise their children for the good things that they do in school;
- To communicate and work with the school whenever their child needs further social or emotional support or to develop their child's skills and understanding.

Governors

To support the aims of the school through:
- Promoting positive relationships between the Governing Body and all other members of the School community including; children, their parents/carers and staff;
- To appoint a designated link governor who will meet with the Head Teacher and Deputy Head Teacher at least once a year to find out about the school's systems for planning work, supporting staff and monitoring progress;
- The allocation, use and appropriateness of resources;
- How the standards of achievement are changing over time;
- Visit School and talk to children about their learning experiences;
- Promote and support the positive involvement of parents within the school;
- Attend training and other related events;
- Report to the Governing Body with recommendations, if appropriate, annually;
- Work with Senior Leaders to review the School's Learning and Teaching Policy annually.

Implementation of the Learning and Teaching Policy

A. What is 'good learning'?

At Sacred Heart we believe that children learn best when;

- They are encouraged to form positive relationships with their teacher, peers and other members of the school community;
- They have clear direction and are praised for all the good things that they do;
- They are actively involved in their learning at an appropriate level to match their learning needs;
- They are encouraged to become increasingly autonomous learners;
- They are appropriately challenged with learning experiences which are relevant to their lives and interests and are inspiring, motivating and engaging;
- They are working in an environment which is safe, caring, supportive and stimulating;
- Their learning is well structured and delivered;
- Their learning is effectively differentiated;
- Their learning addresses appropriate and pertinent aspects of the children's future development both within overarching and explicit provision;
- Their learning encompasses the values and skills of the school in aiding the development as future effective citizens;
- Their learning enables appropriate and pertinent aspects of personal, social, moral, spiritual, cultural and emotional development within the Catholic ethos of the school

Positive relationships
- Children and adults demonstrate mutual respect;
- Children and adults developing a good rapport with one another;
- Children demonstrating respect and consideration for themselves and others modelling the values and skills of the school at all times;
- Children reflecting on how their behaviour affects themselves and others;
- Children working with adults to establish and meet rules and targets for both learning and behaviour;
- Children supporting, encouraging and praising each other;
- Children being intelligently critical of their own work and that of others;
- Children taking pride in shared and personal successes;
- Children able to work independently and in collaboration with others;
- Children able to reflect and evaluate on their own progress and learning through using and developing effective communication skills from explicit modelling;
- Children being keen, able and confident to tell their parents/carers about their school-day in an honest way.

Clear direction
- Children use success criteria in order to support them to achieve the lesson's learning goal, including *WALT (we are learning to) & How To's*
- Children are able to see their progress recorded in their individual target sheets for English and Maths and in the RE I Can statements. They may increasingly be able to take a degree of ownership by self-recording when they have mastered a particular aspect of their learning
- Children are able to carry out tasks and activities successfully following clear instructions from their teacher;
- Children are rewarded with stickers for their individual organiser, certificates, notes home, work being placed on 'Good Work' walls

- Children know exactly what is expected of their social and learning behaviours through high expectations from their teacher and other adults with particular reference to the School's Mission Statement, *Statements to Live By* as well as individual class rules.

Active Learning
- Children enjoying their learning and allowing others to do so as well;
- Children eager to ask and answer questions competently **using whole sentences**, at a variety of levels;
- Children making informed contributions to class discussions and shared learning experiences;
- Children learning from 'hands on' experiences; practical and appropriate activities;
- Children working on task for increasingly extended periods of time;
- Children engaged in a range of independent and collaborative tasks;
- Children keen to talk about what they have been doing and what they have learned;
- Children gain an appreciation of learning that continues to flourish as they become older.

Autonomous Learners
- Children showing initiative and taking responsibility for their own learning including;
  1. Independently organising their own learning resources and are quickly able to begin their work;
  2. Using their individual learning targets to assess their own work, and those of other children, against the success criteria thinking of ways to improve their work;
     a. Having the opportunity to reflect on their learning and have direction in how to do this;
     b. Having access to clearly labelled resources and being able to select and use them with increasing independence;
     c. Developing their research skills using a variety of resources.
- Children are increasingly able to manage their own emotions and relationships.

Challenge and Engagement
- Children engaged in activities which match their ability, and which challenge and extend their thinking, develop their knowledge, skills and imagination and increase their use of appropriate vocabulary;
- Children taking pride in their work and wanting to succeed in it;
- Children being involved in investigations and problem solving tasks;
- Children having the opportunity to work both within the school environment and also in alternative environments, when appropriate, during educational visits;
- Children keen to finish and improve their work and persevere with tasks which they think are difficult;
- Children being aware of their learning targets and know how to work towards achieving them;
- Children being able to use oral and written feedback effectively (at the age appropriate level) in order to see gaps in their learning and what they need to do in order to make further progress.

Learning Environment
- Children are secure and happy in a safe, purposeful environment;
- Aids to learning are clearly displayed and their use is modelled eg high frequency words;

- Children feel they are able to explore their own ideas and feelings and to respect the views of others;
- Children observing the class and school rules;
- Children responding well to encouragement, praise and rewards;
- Children showing care and respect for each other and their own and others' property;
- Children's work is displayed, celebrated and valued;
- Children being aware of how to keep themselves and others safe around the school and in the wider community;
- Children increasingly modelling the values and ethos of the school independently.

A. What is 'good teaching'?

We believe that good teaching is when teachers (and other school staff when applicable);

- Form positive relationships with the children in their class and other members of the school community;
- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Insist on high expectations of learning and social behaviours;
- Ensure that effective direction and support is given in order that the children make good progress;
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding;
- Apply a range of teaching styles which appropriately match the children's learning styles in order to sustain their concentration, motivation and application;
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning;
- Develop and maintain safe, secure and inspiring classroom and learning environments;
- Demonstrate effective lesson organisation;
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time;
- Use resources effectively, including other adults, to support children's learning;
- Use technology effectively in order to support children's learning;
- Develop the range of reading skills required to access all the curriculum effectively;
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding using a range of questioning styles particularly open questions to engage and challenge;
- Are reflective regarding their professional practice and the overall provision the School offers;
- Are equipped with the necessary skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

Positive Relationships

- Adults and children demonstrating mutual respect;
- Adults and children developing a good rapport with one another;
- Adults demonstrating respect and consideration for themselves and others;

- Adults understanding that their behaviour is a model for the children in the school and therefore ensuring that their behaviour is exemplary;
- Adults working with children to establish and meet rules and targets for both learning and behaviour;
- Adults demonstrating support, encouragement and praise to children and other adults and encouraging this to be reciprocal within the school community;
- Adults taking pride in shared and personal successes;
- Adults taking an active part in the life of the school by acting professionally and with sensitivity;
- Adults working and communicating effectively with children, colleagues at all levels and parents/carers in order to maximise children's learning;
- Adults being keen, able and confident to tell their colleagues about their school-day in an honest way.

Planning of Lessons
- Takes children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children;
- Senior leaders develop clear and consistent structures and systems for all aspects of curriculum planning;
- Planning follows the current school planning formats;
- All planning is suitably differentiated for all learners with clear learning and steps to success in language the children will understand;
- Planning identifies a range of engaging activities to develop children's skills, knowledge and understanding;
- Planning explicitly notes appropriate subject specific language;
- Planning details resources to be used which support learning, including the strategic deployment of any other adults;
- Planning shows that the teacher has been reflective and assessed the children's work, annotating this to indicate potential next steps in the children's learning which will directly move the learning on;

Behaviour for Learning
- Senior leaders develop clear and consistent structures and systems to identify expectations for both learning and social behaviours;
- Teachers and other adults maintain positive relationships with the children without underestimating the need for good behaviour;
- **Lessons are well paced, interesting and match the children's learning needs so that all children are encouraged to display good learning behaviours;**
- Teachers and other adults consistently but sensitively use the School's Behaviour Policy in order that all children know what is expected of them, can learn and socialise appropriately and understand the difference between right and wrong and that there are consequences to their actions;
- Children are praised and rewarded for the good things that they do and sanctioned if they do not do the right thing.

Assessment
- Children's work is regularly, diagnostically assessed; verbally or in written form, clearly stating what their next steps in their learning are;
- Good work is rewarded with house points, verbal praise, organiser stickers, smiley faces depending on the age and stage of the child;
- Teachers and children; and teachers and senior leaders, have regular discussions about the children's work which affect provision and support arising from this within the accountability process;
- Children and teachers use a variety of accurate, timely and regular assessment strategies in order to assess children's work in relation to the lesson's learning;
- Work is moderated frequently to ensure that judgements based on the Curriculum Descriptors are accurate;
- Standardised testing is used according to the currents assessment schedule and supplements the judgements made by the teacher
- The SEND coordinator may use existing and additional assessment as appropriate, seeking advice from external partners where appropriate

Secure subject and pedagogical knowledge

- Teachers have a secure understanding of progression within each core subject (RE, English, Mathematics, Science and ICT); including what skills, knowledge and understanding need to be demonstrated for a child to aim to achieve at National Standard and what the next steps for that child are in order that they make progress in their learning, or where to find this information for all curriculum subjects:

- Teachers have a good knowledge of each subject that they are teaching and an understanding of progression of learning in that subject;
- Teachers engage children throughout the lesson by providing clear and concise explanations and expectations, a good balance of challenging and appropriate activities, questions and discussion points and opportunities to assess what has been learnt and develop considered accurate responses to the next steps in their study or learning;
- Teachers are instrumental in their own Professional Development; actively taking part in Continuing Professional Development (CPD) sessions both within school and elsewhere;
- Subject Leaders and other designated staff within the school leading CPD sessions for colleagues on areas of specific need in order to support and develop staff knowledge as required;
- Teachers begin to undertake reciprocal peer observations in order to support colleagues further enhance their own practice and develop a learning ethos across the school.

Learning Styles
- Teachers have a clear understanding of the variety of teaching styles, which ones they instinctively use and plan to utilise the other teaching styles accordingly;
- Teachers have a clear understanding of the variety of learning styles of the children in their class and match their teaching styles accordingly;
- Teachers will attend all school inset and CPD and keep abreast of educational developments;

- Teachers use this knowledge in order to develop children's learning and sustain the concentration and motivation of the children in their class.

Parents
- Senior leaders, at all levels, teachers and other staff use informal and formal opportunities to develop positive relationships with parents/carers that enable clear, honest and relevant information to be shared which is aimed at supporting learning and the development of good learning and social behaviours;
- Teachers use the following opportunities to work towards the aim stated above;
  i. Formal opportunities such as parents/carers' consultations, annual reports and meetings organised at the request of either School or parents/carers;
  ii. Informal opportunities such as at the end of each school day, on educational visits and through extended school's opportunities;
  iii. Inviting parents into school so that they can share their expertise in order to support children with their learning;
  iv. Liaising regularly with parents and carers in a variety of ways including; sending home Good Work certificates and postcards, home/school communication books (where appropriate) and organisers;
  v. Parents/carers, children and a member of school staff all sign a Home/School agreement in order to establish the roles, rights and responsibilities of all members of the school community.

Lesson organisation;
- Lessons are well structured to include appropriate time for an introduction, independent or collaborative tasks and for a plenary or series of mini-plenaries with ample opportunity for teacher/child interaction, in order to discuss, enhance, reflect and further develop the children's learning;
- Teachers provide clear direction to ensure children know what they are doing and how to do it including the **modelling and demonstration of key elements within lessons, working with a guided focus group when appropriate** using the day-to-day assessment of the children's progress;.
- Teachers apply the most appropriate classroom organisation, both in terms of the physical environment and also how the children are organised, in order to match and contextualise the children's learning;
- Opportunities are available for children to engage in practical activities, investigations and problem solving;
- Teachers provide opportunities for children to practice and reinforce skills learnt and appropriate extension and challenge activities;
- Teachers use appropriate resources, including the use of ICT to support and extend children's learning;
- Resources are clearly labelled, the children can access them and use them with increasing independence;
- Teaching Assistants are well deployed, optimising all learning opportunities and throughout their conduct in school set high expectations of themselves and the children.

Resources
- Teachers ensure that each classroom has a basic set of age and ability appropriate resources;
- Subject or aspect leaders ensure that specialist resources are stored, maintained and audited in designated areas;
- Children are taught how to use resources correctly and safely and also to respect and maintain equipment;
- Care is taken that resources reflect the cultural and linguistic diversity of the school and that all children have equal opportunities to use these resources;
- Resources used are appropriate to the task and age of children in supporting and engaging them with their learning;
- Other adults are deployed effectively to work with individual children or small groups of children both within the classroom and in intervention activities to maximise learning opportunities.

Technology
- Senior leaders, at all levels, and teachers use the Go4Schools assessment system to record and monitor children's progress against the targets set at the beginning of the year and affect provision accordingly;
- Teachers increasingly use a wide range of technology to support, enhance and engage children in their learning and encourage and support children to use these resources increasingly independently.

Questioning
- Teachers ask a range of questions (comprehension, knowledge, application, analysis, synthesis and evaluation) to children in order to check understanding and move their learning forward; and increasingly expect the children to ask such questions themselves using the appropriate language.

Reflection
Senior leaders, at all levels, and all staff are aware of the need to be both reflective and proactive in developing both the school and themselves in order to develop and sustain effective provision and practice. This is exemplified through effective and robust school systems and structures within the accountability process including:
   a. School self-evaluation practices;
   b. The Performance Management Cycle;
   c. Bespoke whole, group or individual staff Continuing Professional Development;
   d. The School's meetings cycle; including Governors, Senior Leaders, teaching staff, Key Stage and teaching assistants;
   e. Informal support from colleagues at a variety of levels.

Learning Environment Non-Negotiables
- Safe, ordered and calm;
- Support for children on display;
- Displays in the classroom focus on learning while in the corridors and communal areas celebrate children's work;
- Resources should be clearly labelled;

- Resources such as dictionaries and thesaurus should be available for children to access independently;
- Statements of the week should be displayed and KS2 written in the organisers each week;
- RE display should include Driver Words;
- RE table should follow the liturgical colour and include an area for bible, prayer and reflection;
- A wide range of assessment strategies are used by both the children and the teacher in order to ascertain progress made and assessed in line with the National standard from the assessment performance descriptors for Reading, Writing and Mathematics;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment Policy)

a) Assessment opportunities are central to the planning and organisation of each lesson. Key elements of this are:
- Recap of previous knowledge at the start of lessons;
- Adult observation of children's responses to questions;
- Adult observation of children on task;
- Use of steps to success / target steps against learning;
- Continuous feedback throughout the lesson;
- Self and peer assessment;
- Plenary activities;
- Marking linked to learning and steps to success and giving indicators for improvement of work.

b) It is an important aspect of our assessment that children are encouraged to be honest in their self-assessment. Children indicating, they have not understood features of a lesson will be given additional support.

Assessment Non-Negotiables
- Work is marked according to the current marking policy;
- Targets to be updated regularly;
- Summative assessment to supplement the teacher's judgements;
- Results to be put on Go4Schools by the date given;
- Teachers come prepared for Pupil Progress Meetings.

Inclusion (please refer also to the Single Equalities and Safeguarding Policies)

Monitoring and Review
- The Head teacher, Deputy Head Teacher and Senior Leadership team will monitor the effectiveness of this policy throughout the academic year. The Head teacher will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

Appendix 1
What is a good lesson?
- Planning – Before the lesson
- Introduction to the lesson
- Main teaching
- Group teaching and independent activities
- End of the lesson; plenaries and/or mini plenaries within the lesson
- Use of assessment and evaluation – before, during and after the lesson.

Planning- Before the lesson teachers will:
- Use formal and on-going assessments in order to determine where the children are in their learning and their next steps;
- Establish a clear learning goal ' I am learning to/about' in 'child friendly' language arising from this assessment, the steps to success that will enable the children to achieve the learning and opportunities for both children and the teacher to assess progress against these;
- Establish an initial 'hook' that will motivate and engage the children;
- Contextualise the learning either by making it relevant to the lives and/or interests of the children, and where appropriate making cross curricular links
- Plan an appropriate structure of differentiated activities that will enable the children to engage in their learning and meet the learning; including the use of other adults and the timings of the lesson; ensuring maximum learning opportunities and catering for all learning styles.

Introduction to the lesson – A good introduction to a lesson will include:
- Recapping on prior learning, allowing time for the children to look at their feedback from the previous lesson;
- Sharing the learning with the children and referring to at different stages throughout the lesson to keep learning focussed; (There may be circumstances when the 'I am learning to/about' is developed later in the lesson e.g. arising from an investigative activity.)
- Sharing the learning goal and lesson's steps to success with the children so that they know exactly what they need to do in order to achieve the learning and where appropriate enabling the children to develop own steps to success through **clear modelling;**
- Introducing subject specific language which is modelled by the teacher during the session with an expectation that the children will use the vocabulary in their verbal and written responses;
- Putting the learning into context; explaining to the children why they are learning what they are learning;
- Using appropriate resources, including ICT and other adults, in order to support children's learning;
- Ensuring there is a good balance between teacher and child talk and that all children are actively involved, engaged and challenged in meaningful activities;

- A wide range of assessment strategies used by both the children and the teacher in order to ascertain progress made and assessed in line with the National Standard from the assessment performance descriptors for Reading, Writing and Mathematics;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

Main teaching - The main teaching part of the lesson will include:
- Informing the children of the learning, steps to success and specific language to be used;
- Teacher modelling the process and task which is expected of the children;
- Using resources which stimulate, sustain and support children's learning;
- Appropriately differentiated questioning;
- Good pace to the lesson; ensuring that it is not too quick that children are not understanding their work and are being left behind; but pacey enough that children remain engaged;
- Secure subject knowledge demonstrated by the class teacher;
- All children actively involved and engaged in their learning;
- High expectations of children both in terms of their work and their learning and social behaviours;
- Praise for the children when they do the right thing, achieve well and make progress;
- A wide range of assessment strategies which are used by both the children and the teacher;
- Evidence of positive relationships between children, their teacher and the other adults in the room; everyone displaying good social and learning behaviours.

Group teaching and independent activities – This part of the lesson will include:
- Differentiated activities through prescribed outcome, support, resources, etc which match the learning and steps to success;
- Opportunities provided for the children to talk about learning, experimenting with concepts, asking questions and learning in preferred learning style;
- The teacher normally teaching a focus group; moving that group's learning forward and maximising all opportunities for learning;
- Effective use of other adults, both class based LSAs and TAs, in order to support learning and/or move it forward;
- Mini plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;
- Children receiving positive and diagnostic feedback about their effort and their learning, including written feedback / highlighting;
- Time reminders to indicate to the children how long they have left to complete activities;
- A purposeful learning atmosphere dependent on the task the children are completing;
- Reciprocal Teaching to be used in Guided reading as appropriate.

End of the lesson – A good plenary or series of mini plenaries will include:
- Reference to the learning that has taken place and steps to success;
- Teachers and increasingly children making assessments which will inform future learning;
- The use of a range of assessment strategies; allowing children time to reflect on their learning, checking to see if they have met the lesson's learning using the lesson's steps to success;
- Children receiving positive and diagnostic feedback about their effort and work;

- Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.